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ABSTRACT

This syllabus describes the basic competencies needed by entry-level workers in the field of word processing. Competencies are organized according to the following skill areas: systems operation; text creation; storage, and printing; revision; formatting; text applications; word processing center procedures; word processing theory; and proofreading. Each page in the syllabus presents a competency statement that is defined by an indicator, a performance objective, a benchmark, and one or more specific observable tasks or behaviors to be used as assessment criteria. (MN)

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EMPLOYABILITY COMPETENCIES

FOR

ENTRY LEVEL

WORD PROCESSING SKILLS

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Adult and Occupational Education

Instructional Services Unit

MANPOWER PROGRAMS

October 1, 1985

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PREFACE

Word Processing Skills - A Competency-Based Program

Competencies for Word Processing are presented in the areas of systems operation, word processing center procedures, word processing theory, and proofreading skills. Each page in the syllabus presents a competency statement which is defined by an "indicator", a performance objective, a "benchmark", a specific observable behavior or task, and finally, the "assessment", which describes the criteria for successful completion of each task.

The competencies presented here deal with methods and techniques of accomplishing work rather than descriptions of specific machine functions. Competencies are written for self-paced classroom instruction for both dedicated word processing equipment and personal computers with the appropriate software.

Documentation of competency attainment will be accomplished by written examination and/or project completion. Projects are determined by the classroom instructor. These projects are realistic for the system selected for training and accurate completion indicates skilled accomplishment. Trainees will complete all or part of each Indicator according to system function availability. Competencies have been identified by a consensus opinion of instructional staff who mutually agreed to the elements of the core program.

The competency-based word processing program is a combination of basic theory and procedures with job specific applications. The competency syllabus provides each instructor with guidelines to develop their instructional program, so that, participants can be assured that completion of the program will result in the attainment of skills that

will enable them to obtain training-related employment. In addition, all competencies have been reviewed and validated by industry representatives.

The identification of Word Processing Competencies does not attempt to provide input in regards to teaching methodology. The statements present a consensus opinion of optimum skill level for individuals entering the work force in the field of entry level word processing.

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SECTION ONE

SYSTEMS OPERATION

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to identify the system trained on.

BENCHMARK: The trainee identifies the word processing equipment model and software used.

ASSESSMENT: The trainee may include the following:

1. Program diskette level or program package.
2. Type of diskette unit (single or dual) or number of disk drives.
3. Printer model.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to prepare the system for operation.

BENCHMARK: The trainee "powers up" the system.

ASSESSMENT: The trainee includes the following:

1. Turns the power on by pressing the power switch(es).

2. Loads the disk(s), diskette(s) or card(s), if necessary, into the appropriate slot(s).

   a. When program diskette(s) are necessary, the trainee;

      1) Removes the diskette from the protective envelope.
      2) Inserts the diskette with label facing the load lever.
      3) Closes the load lever.

   b. When hard disk(s) are necessary, the trainee;

      1) Inserts the disk, metal end first, label side up.

   c. When card(s) are necessary, the trainee;

      1) Inserts the card, unnumbered side first, number facing up.
      2) Pushes the card into the slot as far as it will go. The numbered end extends out of the slot.

3. If two work stations share a printer, the trainee turns on the Primary Work Station first.

4. Turns the printer power switch on, if necessary, at the printer.

5. If a display is available, the trainee adjusts for;

   a. Display contrast and brightness.
   b. Screen tilt.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of control key functions.

BENCHMARK: The trainee identifies common locate keys, edit keys, dual function and code keys.

ASSESSMENT: The trainee may list several of the following:

1. Control Key
2. Center Key
3. Underline Key(s)
4. Stop Key
5. Clear Key
6. Page End Key
7. Decimal Tab Key
8. Switch Key
9. Auto Key
10. Page Start Key
11. Scan Key
12. Line Count Key
13. Delete/Out Key
14. Required Key(s)
15. Find/Global Search Key
16. No Zone Key
17. Record Key
18. Read Key
19. Card Skip Key
20. Recall Key
21. Store/Save Key (dial)
22. Typewriter Memory Key
23. Brite Start/Stop
24. Cursor Position Keys (mouse)
25. Cancel Key
25. Move Key
26. Replace/Insert Key
27. Copy Key
28. Get Key
29. Goto Key

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrate knowledge of system components.

BENCHMARK: The trainee identifies the components of the system.

ASSESSMENT: The trainee may list several of the following:

1. Electronic Typewriter

2. Work Station;

   a. Keyboard Module.
   b. Electronics Module (or Central Processing Unit).
   c. Display Module.

3. Printer.

2. Diskette Unit, Disk Drive(s), or Card Unit.

3. Storage;

   a. External Memory (Diskettes, Disks, or Cards).
   b. Internal Memory (Storage Dial, Key Storage).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of menu usage.

BENCHMARK: The trainee identifies menu use procedures.

ASSESSMENT: The trainee lists the following:

1. Choose I.D. letter for the desired item.
2. Type the choice for the item.
3. Cancel a task chosen by using the cancel key.
4. Menu bypass key option may be used.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of display information.

BENCHMARK: The trainee identifies display information from the status line while viewing a document.

ASSESSMENT: The trainee identifies several of the following:

1. Task Selected (creating, revising, pagination).
2. Name or number of Document.
3. Format Symbol Indicator.
4. Diskette (Disk) Name.
5. Page Number.
6. Line Number.
7. Keyboard Number.
8. Pitch Selected.
9. Left and Right Margin Symbols.
10. Scale Line.
11. Paper Edge.
12. Center of Typing Line.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to utilize a diskette.
BENCHMARK:	The trainee prepares a new diskette for use (initializing).
ASSESSMENT:	The trainee makes correct menu choices or key adjustments to erase and name (number) a diskette (disk).

SECTION TWO

TEXT CREATION, STORAGE, AND PRINTING

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to create and store a simple document.

BENCHMARK: The trainee creates and stores a one-page document.

ASSESSMENT: The trainee outputs the document according to the following:

1. Uses correct menu choices or key adjustments to begin typing text.

2. Names (numbers) the file, if necessary.

3. Types text using backspace or character out correction keys while typing.

4. Stores the document by one of the following;

   a. Magnetic media (tape, cards, or diskettes)
      1) Ending a previously named file.
      2) Setting up a file count indication to store the document.
      3) Storing or overstoring, if necessary.
   d. Making placement adjustments on the storage dial.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to print a simple document.

BENCHMARK: The trainee prints a one-page document.

ASSESSMENT: The trainee performs the following:

1. Initiates printing by one of the following;
    a. Making correct menu choices for the print summary to appear (printing features with number and choices are preset for standard printing requirements).
    b. Key adjustments.
    c. Storage dial selection.
2. Inserts paper manually, if necessary.
3. Starts printing.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to operate system functions.
BENCHMARK:	The trainee types text using the automatic carrier return (wrap around) feature.
ASSESSMENT:	The trainee makes correct menu choices or key adjustments and types a text paragraph without keystroking a carrier return at the end of each line (except at the end of the paragraph).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to operate system functions.

BENCHMARK: The trainee underscores text.

ASSESSMENT: The trainee makes key adjustments to underscore text:

1. Word by word.
2. Continuously for a group of words.
3. Double underscoring (the reader is referred to Subscripts).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to operate system functions.

BENCHMARK: The trainee centers text.

ASSESSMENT: The trainee makes correct key adjustments to center text within the following:

1. Between set margins.

2. Between set tabs.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to operate system functions.

BENCHMARK: The trainee hyphenates text.

ASSESSMENT: The trainee makes key adjustments to hyphenate text at the end of a line while performing one of the following:

1. Creating text.
2. During auto playback.
3. Scanning.
3. During an automatic pagination process.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to operate system functions.
BENCHMARK:	The trainee justifies a document.
ASSESSMENT:	The trainee makes correct menu choices or key adjustments to justify a document and prints hard copy of text with a Flush Right Margin (symmetrically even left and right margins). The trainee states that justification is best used with proportional spacing.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to operate system functions.

BENCHMARK: The trainee creates text using superscripts and subscripts.

ASSESSMENT: The trainee performs the following:

1. Makes correct key adjustments to type text with superscripts and subscripts.

2. Prints text with superscripts one half line space above the line of text.

   example: footnote, Smith^{2}

3. Prints text with subscripts one half line space below the line of text.

   example: H_2O or double underlining

4. On nondisplay systems, the trainee manually keys super- and subscripts by coding a stop and then manipulating the platen knob to adjust paper during playback.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to operate system functions.

BENCHMARK: The trainee copies text and format symbols within a document.

ASSESSMENT: The trainee makes correct key adjustments to copy text and format symbols including the following:

1. A phrase.
2. A line(s).
3. Several pages of text.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to operate system functions.
BENCHMARK:	The trainee creates indented text.
ASSESSMENT:	The trainee makes correct key adjustments for the entire indented text or sets tabs and types a required tab(s) on the first line of each paragraph.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to operate system functions.
BENCHMARK:	The trainee creates constructed (overstrike) characters.
ASSESSMENT:	The trainee makes key adjustments and prints hard copy of text containing constructed characters (example: the symbol Ø).

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to operate system functions.
BENCHMARK:	The trainee keeps a string of characters together on a line (example: dates and names).
ASSESSMENT:	The trainee types required spaces between the character groups.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to create a multi-page document.

BENCHMARK: The trainee creates and prints a two-page document.

ASSESSMENT: The trainee creates and prints a multi-page document according to the following:

1. Identifies end-of-page indicators;

   a. Page end.
   b. Required page end.

2. Makes correct menu choices for automatic pagination (pages are divided according to a preset number of lines per page) or makes correct key adjustments for operator directed pagination.

3. Makes correct menu choices to print the document or key adjustment for a line count and plays back each page.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to create a multi-page document.
BENCHMARK:	The trainee creates a two-page document using a keep feature (keeping a table or text together on one page during pagination).
ASSESSMENT:	The trainee makes correct menu choices or key adjustments to execute a keep instruction. The trainee paginates and prints hard copy of a document with desired text placement.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to use printer functions.

BENCHMARK: The trainee identifies printing functions.

ASSESSMENT: The trainee l'sts the following:

1. Indication of pages to be printed.
2. Indication of quantity desired.
3. Option to stop and start printing.
4. Option to cancel a print job at the printer and at the keyboard.
5. Option to change the print order of documents qued for printing.
6. Indication of desired paper tray.
7. Option to request the printer.
8. Option to release the printer.
9. Option of start printer from keyboard and from the printer panel.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to use printer functions.

BENCHMARK: The trainee prepares the printer for use.

ASSESSMENT: The trainee performs the following:

1. Inserts paper (envelope) or loads paper tray(s).
2. Initiates printer test.
3. Changes printer typestyle element.
4. Changes printer ribbon.
5. Removes printer paper jam.
6. Opens and closes printer gate for manual paper feed operation.
7. Identifies printer problem codes.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to use printer functions.

BENCHMARK: The trainee prints several copies of part of a multi-paged document.

ASSESSMENT: The trainee makes correct menu choices and revises preset printing requirements on the print summary menu to print three copies of pages two through five of a multi-paged document.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates keyboarding skills.

BENCHMARK: The trainee keyboards with speed and accuracy on a five minute timed writing.

ASSESSMENT: The trainee performs according to the following:

1. Automatic return features may be used.

2. Corrected copy (corrective keystrokes) are acceptable. The timed writing is noted as "speed/accuracy - corrected copy".

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates keyboarding skills.

BENCHMARK: The trainee touch-types the control keys and code keys related to the functions of the system used.

ASSESSMENT: The trainee performs according to the following:

1. Determines which fingers facilitate the quickest and easiest reach to the control and code keys.

2. Practices the use of these keys with the appropriate fingers without looking at the keyboard or media console.

SECTION THREE

REVISION

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee recalls (retrieves) and edits a simple one-page document.

ASSESSMENT: The trainee performs the following:

1. Loads diskettes, cards, or recalls internal memory.
2. Displays the document or prints hard copy.
3. Revises text (deletes and inserts).
4. Prints final copy.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee moves the cursor through the text (during hard copy playback) or screen text.

ASSESSMENT: The trainee moves the cursor:

1. Within the page:

    a. One line at a time.
    b. One character or character space at a time.
    c. Directly to the beginning and end of a page.
    d. Directly to the beginning and end of a line.

2. Between pages of the document.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee demonstrates the ability to delete text.

ASSESSMENT: The trainee deletes text using:

1. The backspace key for text. The trainee places the cursor under the last character to be deleted.
2. The delete key functions for text. The trainee places the cursor under the first character to be deleted.

The trainee deletes text including:

1. Character(s) or character space(s).
2. Word(s).
3. Lines(s).
4. Paragraph(s).
5. Page(s).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee demonstrates the ability to add text and change text.

ASSESSMENT: The trainee adds and replaces text according to the following:

1. The trainee makes correct key adjustments to engage the insert mode or replace mode.
2. The trainee moves the cursor in the exact position where the inserted text is to begin.
3. The trainee types the new text and any necessary codes.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee revises a document using search capabilities.

ASSESSMENT: The trainee uses the following functions:

1. Find key;
   a. Locates the cursor at the beginning of the document or before the desired revision.
   b. Makes correct key adjustments (depresses the Find/Search Key).
   c. Types the character sequence to be located.
   d. Makes the revision at the desired location.
2. Global search and replace menu. The trainee makes the correct menu choices to bring about character replacement.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee uses screen formatting symbols.

ASSESSMENT: The trainee makes correct menu choices or key adjustments to display format codes on the screen.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee identifies screen formatting symbols.

ASSESSMENT: The trainee lists several of the following:

1. Carrier Return
2. Required Carrier Return
3. Tab
4. Required Tab
5. Begin Underline
6. End Underline
7. Word Underline
8. Center
9. Stop
10. Half Index Up
11. Half Index Down
12. Format Change
13. Page End
14. Required Backspace
15. Spelling Mark Begin and End

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to revise a document.
BENCHMARK:	The trainee demonstrates the ability to delete codes.
ASSESSMENT:	The trainee deletes format codes using delete key functions. The trainee places the cursor under the code symbol to be deleted.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee moves text:

1. Within a line.
2. Within a page.
3. Between several pages of text.

ASSESSMENT: The trainee makes correct key adjustments to indicate:

1. What text is to be moved.
2. Where text is to be moved to.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee identifies system proofreading (spelling verification aid) capabilities.

ASSESSMENT: The trainee states that the spelling check has the following limitations:

1. Will not detect;

    a. incorrect word usage.
    b. incorrect numbers.
    c. miskeyboarded words which are spelled correctly (example - "if" for "is").

2. Any word not stored in the system's dictionary will be marked misspelled (unless these words have been added as a supplemental dictionary).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee uses system proofreading (spelling verification aid) capabilities.

ASSESSMENT: The trainee makes correct menu choices or key adjustments to review a document for possible typographical or spelling errors. The application assignment contains intentional errors that the spelling aid cannot detect. The trainee successfully identifies errors and revises the document as needed.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee uses a personalized spelling aid (supplemental dictionary).

ASSESSMENT: The trainee makes correct menu choices or key adjustments to:

1. Create a supplemental dictionary.
2. Clear a supplemental dictionary.
3. Load a supplemental dictionary.
4. Revise a supplemental dictionary.
5. Load a supplemental dictionary onto a program diskette.
6. Review a document for possible typographical or spelling errors using the supplemental dictionary.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee redistributes text between pages and realigns text to a new format by a scanning or pagination process.

ASSESSMENT: The trainee performs the following to enter new format instructions (codes):

1. Makes correct menu choices or key adjustments to paginate the document controlling for;

   a. Line adjustment (right margin hot zone).
   b. Page end adjustment.
   c. Line count for pages.

2. Operates a scanning process according to the following;

   a. Revises and scans the copy - one page at a time.
   b. Records and plays back final copy.
   c. Page length is determined by the trainee by entering a line count.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to revise a document.
BENCHMARK:	The trainee revises a simple table formatted with manual layout.
ASSESSMENT:	The trainee rearranges the spaces between columns by moving the tab settings.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee revises a table formatted with automatic column layout.

ASSESSMENT: The trainee chooses correct menu choices or appropriate key adjustments to make revisions within and between tables. The trainee performs the following:

1. Adds new columns.
2. Deletes unwanted columns.
3. Moves columns.
4. Copies columns.

After each column revision, the trainee correctly realigns the table between the set margins.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to revise a document.

BENCHMARK: The trainee recalls and edits a complex (multi-page) document.

ASSESSMENT: The trainee performs the following:

1. Displays the document or prints hard copy.
2. Moves the cursor within a page of the document using cursor movement keys (Down, Up, Left, and Right).
3. Moves the cursor between pages of the document.
4. Adds text (uses insert and/or replace modes).
5. Deletes text using delete key functions or backspace key.
6. Moves text within and between pages.
7. Divides and combines paragraphs.
8. Revises document margins and tabs.
9. Operates search capabilities if available (Find or Global Search and Replace)
10. Operates Scanning features, if available, as follows:
    a. Revises and scans the copy - one page at a time.
    b. Plays back final cards creating hard copy.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to perform memory and file tasks.

BENCHMARK: The trainee clears key or dial memory of text material or performs revisions to a file index.

ASSESSMENT: The trainee chooses correct menu tasks or function keys to perform the following:

1. Clear internal (key or dial) memory.
2. Delete a document, an entire diskette, or card(s).
3. Duplicate a document, an entire diskette, or card(s).
4. Change a document name (identification).
5. Change a diskette name (identification).
6. Display diskette index information and states:
   a. Percent full.
   b. Number and type of documents on file.

SECTION FOUR

FORMATTING

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of format theory.

BENCHMARK: The trainee identifies standard paper size, the number of line spaces, and the number of character spaces available.

ASSESSMENT: The trainee states that standard paper size is 8½ x 11 inches and when used short side up there are:

1. 6 or 8 vertical line spaces per inch.
2. 66 or 88 vertical line spaces per sheet of paper.
3. 12 elite character spaces per inch.
4. 102 elite character spaces per sheet of paper.
5. 10 pica character spaces per inch.
6. 85 pica character spaces per sheet of paper.
7. 15 proportional spaces per inch.
8. 127 proportional spaces per sheet of paper.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of format theory.

BENCHMARK: The trainee identifies the number of blank spaces between lines when line spacing is set for:

1. Single-spacing.
2. Double-spacing.
3. Triple-spacing.
4. Half line-spacing.
5. One and a half line-spacing.

ASSESSMENT: The trainee states the following:

1. Single-spaced copy has no blank line spaces.
2. Double-spaced copy has one blank line space between lines.
3. Triple-spaced copy has two blank line spaces between lines.
4. Half line-spacing has no blank line spaces.
5. One and a half line-spacing has a half blank line space between lines.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of format theory.

BENCHMARK: The trainee identifies correct feature placement.

ASSESSMENT: The trainee types the following projects with correct feature placement:

1. Letters
    a. Block
    b. Modified block
    b. Modified block, indented paragraphs
2. Interoffice memorandum
3. Invoice
4. Reports
    a. Leftbound
    b. Topbound
    c. Unbound
5. Envelopes
    a. Small
    b. Large
6. Tables
7. Outline

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to format a document.

BENCHMARK: The trainee identifies system defaults.

ASSESSMENT: The trainee lists system pre-set format including several of the following:

1. Line spacing.
2. Tab settings.
3. Margin settings.
4. Typestyle and pitch.
5. Paper or envelope size.
6. First and last typing lines.
7. Printer paper source (tray determination).
8. Line alignment.
9. Justification.
10. Header and footer placement.
11. Control of line endings.
12. Hot zone length.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to format a document.

BENCHMARK: The trainee sets up or revises document format:

1. For most or all of the document.

2. Within the document for part of the document.

ASSESSMENT: The trainee makes correct menu choices and function key selections to provide for the following:

1. Line spacing (½, 1½, 1, or 2).

2. Normal, Decimal, Flush Right, Centering, or Comma Tabs, if available.

3. Left Margin and Right Margin/Hot Zone.

4. Page numbering;

    a. Automatic.
    b. Interrupted sequence.

5. Typestyle.

6. Paper/envelope size.

Some systems may require a stop message in the printing at which point, the trainee manually changes the appropriate selector.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to format a document.

BENCHMARK: The trainee sets up document format for the entire document, alternate document format, page format for a single page within the document, and uses format options within a page of the document.

ASSESSMENT: The trainee formats a document including:

1. Alternating line spacing within a page.
2. Alternating margins within a page.
3. Alternating margins between pages.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to format a document.

BENCHMARK: The trainee uses screen formatting symbols to revise set document format.

ASSESSMENT: The trainee uses format symbols to revise the following:

1. Document format.
2. Alternate document format.
3. Page format.
4. Line format.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to format a document.

BENCHMARK: The trainee uses a conversion ruler to determine format and exact placement of text using vertical and horizontal scales.

ASSESSMENT: The trainee places text accurately on a preprinted form according to the following:

1. Chooses a scale.
2. Lines up the conversion ruler.
3. Makes a notation of the measurements.
4. Formats and types the document.
5. Prints the document by loading the form into the system (printer).

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to format a document.
BENCHMARK:	The trainee revises system default format.
ASSESSMENT:	The trainee makes correct menu choices to revise system defaults on a program diskette (program software) or makes correct key adjustments for the format desired.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of format strategies.

BENCHMARK: The trainee identifies ways to store format setups for future use.

ASSESSMENT: The trainee lists the following:

1. On the program diskette (defaults).
2. A format document (empty document to be duplicated).
3. Format library of format change codes.
4. Keystroke store.

SECTION FIVE

TEXT APPLICATIONS

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee prepares the same letter for several addresses (repetitive letters) using a stop code process.

ASSESSMENT: The trainee formats, compiles, and prints several repetitive letters according to the following:

1. Creates a shell document with stop codes.
2. Creates hard copy of each letter by one of the following;
   a. Inserting address information at each stop in playback.
   b. Uses "get", "find", and "page end" features to copy the shell, personalize each copy, and then prints out hard copy.
3. Creates envelopes using stored address information.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee prepares the same letter for several addresses (repetitive letters) using a variable code process.

ASSESSMENT: The trainee formats, compiles, and prints several repetitive letters according to the following:

1. Creates a shell document with variable codes.
2. Creates a variable information list according to one of the following;
   a. Using a set up variable list.
   b. Using a "keystroke save" feature.
3. Creates a document with address information added to each variable list (variable fill-in document).
4. Makes correct menu choices or key adjustments to merge the shell document with the variable fill-in information for each letter.
5. Makes correct menu choices or key adjustments to merge the shell document with the variable fill-in information for envelopes.
6. Proofreads the documents carefully to see that variables are inserted in the appropriate points.
7. Gives to the instructor, for approval, two documents (the form without variables inserted and the completed letter with variables).
8. If the system does not have an automatic merge capability, the trainee uses a stop code process (see previous page).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee prepares a document containing headers and footers.

ASSESSMENT: The trainee makes correct menu choices or key adjustments to create a header and footer on:

1. All pages of the document.
2. All but the first page of the document.
3. If system does not have an automatic header/footer feature, the trainee states that headers and footers might have to be manually keyboarded on each page.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to output various styles of production work.
BENCHMARK:	The trainee prepares a document containing alternating headers and footers.
ASSESSMENT:	The trainee prints hard copy with headers and footers on alternating right and left sides of the paper.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee prepares a document containing alternating margins for a double sided leftbound report.

ASSESSMENT: The trainee prints hard copy containing alternating margins as follows:

1. Odd pages print with the set margins of 18 and 90.
2. Even pages print with the set margins of 12 and 85.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee formats and types a document with:

1. Automatic page number sequencing.

2. Interrupted page number sequencing.

ASSESSMENT: The trainee prints hard copy with desired page number sequencing.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee sets up and uses a paragraph library.

ASSESSMENT: The trainee:

1. Creates the paragraph library placing each section of text on separate pages.
2. Assembles a document using a "get" feature or "include" feature to retrieve text from the paragraph library.
3. Keyboards only the information not stored in the repetitive paragraphs.
4. Prints hard copy of each document.
5. Prints a reference copy (user's copy) of the paragraph library using a paginate process.
6. If the system is unable to build documents from paragraphs automatically, the trainee brings the paragraphs into temporary storage (so as not to destroy permanent storage) and deletes the unwanted paragraphs.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee creates a document using a preprinted form.

ASSESSMENT: The trainee prints the document with the text on the appropriate lines (using half index up or down features). The trainee performs the task according to one of the following:

1. For a display system, the trainee uses a conversion ruler to determine line and character space locations.

2. For s nondisplay system, the trainee places a sheet of onionskin or lightweight, tissue-like paper over a working copy of the form.

3. If the vertical spacing of the form is not comparable to the vertical spacing of the system, the trainee;

    a. Records stop codes at the points where manual readjustment for accurate registration is required.
    b. Records format codes where required.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee creates a simple table with manual layout.

ASSESSMENT: The trainee proceeds as follows:

1. Determines appropriate tabs (Normal, Decimal, Flush Right, Centering, or Comma) and where tabs are needed.
2. Sets up format and tabs.
3. Controls for auto return features (auto, no zone, etc.).
4. Types the table using tab stops.
5. If the table will need future revisions, the trainee formats and types each column on a separate page, prints all columns on one page by running the paper through the printer repeatedly.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee creates a table using automatic column layout.

ASSESSMENT: The trainee chooses correct menu choices or appropriate key adjustments to format and align needed tab types and column lengths according to one of the following:

1. Automatic column layout feature

    a. Types the longest line of each column with column separate codes between each column.
    b. Makes correct key adjustments to automatically adjust columns between the set margins.
    c. Types the table.

2. Automatic centering feature

    a. Types the longest line of the first column, spaces for the amount between the columns, types the longest line of the second column...etc.
    b. Notes the column placement and manually sets the left margin and needed tabs.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee creates simple text columns with manual layout.

ASSESSMENT: The trainee:

1. Creates document format with each column typed on a separate page.

2. Prints all columns on one page by running the paper through the printer repeatedly.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee creates text columns using automatic column layout with aligned paragraphs.

ASSESSMENT: The trainee:

1. Makes correct menu choices and key adjustments to create a setup document containing format symbols.
2. Determines and sets document format.
3. Types columns headings.
4. Types columns using a copy of the format symbols from the setup document for each set of columns.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have the ability to use the capabilities of a text editor.
INDICATOR:	The trainee demonstrates the ability to type various styles of production work.
BENCHMARK:	The trainee creates a format library.
ASSESSMENT:	The trainee sets up the format library with each format change code on separate pages.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to output various styles of production work.

BENCHMARK: The trainee uses system math capabilities.

ASSESSMENT: The trainee performs the following:

1. Inserts the necessary software or makes the appropriate keystrokes.
2. Keyboards the document and performs vertical and horizontal computations as the document is keyboarded.
3. If the system does not have a math package, the trainee performs the necessary computations on a calculator and keys the correct amounts.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates knowledge of word processor resume procedures.

BENCHMARK: The trainee prepares a personalized resume.

ASSESSMENT: The trainee prepares a resume which includes the following:

1. Change in line spacing.
2. Change in typestyle.
3. Use of half-spacing.
4. Use of flush right margin.
5. Personalizes each resume with the name of the company to which the resume is to be sent.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the knowledge of files management.

BENCHMARK: The trainee creates a master file for address information.

ASSESSMENT: The trainee proceeds as follows:

1. Creates file descriptions for:

   a. Field name.
   b. Field size.
   c. Field type (character, math, or text).

   Example: Field name "Title"
   Field size "4" (to allow for Mrs., Mr., Miss, Dr., etc.)
   Field type "Character"

2. Adds records to the master file.

   Example:

I.D.	Title	First	Middle I.	Last
1	Mrs.	Julie	E.	Masters
2	Dr.	John	N.	Williams

3. Deletes records from the master file.

4. Revises records in the master file.

5. Renumbers records in the master file.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the knowledge of files management.

BENCHMARK: The trainee prints (outputs) information from the file.

ASSESSMENT: The trainee makes correct menu choices and key adjustments to indicate:

1. Fields to be printed.

2. Sort order desired.

   a. Alphabetical - high to low or low to high.
   b. Numerical - high to low or low to high.

3. Records to be printed.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the knowledge of files management.

BENCHMARK: The trainee prints (outputs) records from the files in a specific format.

ASSESSMENT: The trainee makes correct menu choices and key adjustments to:

1. Format and create a shell document:

   a. for repetitive letters.
   b. for a report.

2. Prints documents combining information from the master file and the shell document.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to use the capabilities of a text editor.

INDICATOR: The trainee demonstrates the ability to solve format, printing, and system problems.

BENCHMARK: The trainee identifies problem solving procedures.

ASSESSMENT: The trainee states the following:

1. Any series of numbers appearing on the system screen is to be written down.
2. The instructor is to be notified.
3. Reference materials (Problem Determination Guide) are then consulted, if necessary.
4. Upon instructor approval, the trainee calls the available toll free number to the system support office (Customer Assistance Center) and follows instructions given.

SECTION SIX

WORD PROCESSING CENTER PROCEDURES

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates the ability to care for the system.

BENCHMARK: The trainee identifies system care and maintenance procedures.

ASSESSMENT: The trainee lists the following:

1. Call for service if equipment is not functioning properly.
2. Clean the typefaces as needed.
3. Use the acoustical hood as a dust cover, as well as, a noise reducer.
4. Keep food and beverages away from the equipment.
5. Cover the system when not in use.
6. Discourage the use of the equipment by personnel who are not properly trained in its use.
7. Be sure that the on/off switch is set at "off" at the end of the workday or when the equipment is to be idle for long periods of time.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies the process of producing draft copy.

ASSESSMENT: The trainee lists the following:

1. Review the document for clear and complete instructions (go back to the originator for a decision, if necessary).
2. Select appropriate stationary.
3. Determine the style (refer to the company procedures manual, if necessary).
4. Key the document, making corrections as needed.
5. Print hard copy.
6. Proofread the typed document, making any additional corrections.
7. Print the finished copy.
8. Record the document in the word processing log.
9. Submit the document for approval.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies draft form.

ASSESSMENT: The trainee states the following:

1. Output on the same size and quality as the final copy or more economically on paper of lesser quality.

2. Output on larger size paper, double spaced for ample white space available for the author's editing and/or marginal notes.

3. Specially designed continuous-form draft paper is available for high-volume draft work.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies common forms of input methods.

ASSESSMENT: The trainee lists the following:

1. Longhand.
2. Shorthand.
3. Machine dictation.
4. Typed.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies the process of producing final copy.

ASSESSMENT: The trainee lists the following:

1. Retrieve the document.
2. Correct any operator errors discovered as the originator revisions are made.
3. Proofread to be sure only the desired material was deleted.
4. Control for spacing between words and sentences.
5. Control for punctuation following a word being deleted (on some systems, the punctuation following a word being deleted will also be deleted).
6. Add an "r" to the document code printed on the revised copy (optional).
7. Print a hard copy.
8. Record the revision in the log.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies work grouping procedures.

ASSESSMENT: The trainee lists the following:

1. At the beginning of the workday and at various intervals during the day, review the tasks to be done.

2. Sort the tasks into categories (proofreading, filing, copying, recording, or playback).

3. Decide which categories must be completed first, second, third, and so on according to their importance and urgency. Any single task which must take priority over all others should be handled first.

4. Whenever possible, complete all tasks in each category before going on to the next one.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production format set-ups.

BENCHMARK: The trainee identifies the procedures in using a company Procedures Manual.

ASSESSMENT: The trainee lists the following:

1. Refer to the Center's Procedures Manual before beginning a new document.

2. Follow formatting instructions shown on the Center's Procedures Manual examples unless other directions are given on;

   a. The work request form.
   b. The document itself.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee develops a Procedures Manual for the system trained on.

ASSESSMENT: The trainee compiles a procedures manual including the following:

1. Examples of company correspondence format (including recorded codes which are not readily visible on hard copy).
2. Procedures for typing envelopes, labels, cards, and other miscellaneous documents.
3. Filing procedures (both media and copy).
4. Hard copy of shell documents (guide letters) showing any special codes or indicating any special instructions for machine setup activities.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies the purpose of a Procedures Manual.

ASSESSMENT: The trainee states the following:

1. A training tool for new secretarial personnel.
2. A reference for presently employed personnel.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies a User's Manual (originator's manual).

ASSESSMENT: The trainee lists the following procedures for creating a user's manual:

1. Print hard copy of shell (guide) documents.
2. Use colored ink and mark each stop with the appropriate stop number.

   example:

   June 3, 19--

   (1)

   Dear (2):

   Thank you for your ...

3. A copy of this form is given to anyone in the organization who may need to send this kind of message.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies procedures in creating a Document Processing Guide for the system the trainee is trained on.

ASSESSMENT: The trainee states that the following items should be included:

1. The system used.
2. The function (example: Character Deletion).
3. The steps required for creating the function on his/her system.

   Example:

   a. Locate the error using cursor movement keys.

   b. Backspace or use delete key.

Example of Document Processing Guide Form:

System: _____

Function: _____

Steps required: _____

_____

_____

_____

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of production work procedures.

BENCHMARK: The trainee identifies a word processing cycle.

ASSESSMENT: The trainee lists the following:

1. Originating input - the form in which words are recorded for the word processing operator. The word originator does one of the following;
   a. Uses a special work request sheet with variable information.
   b. Dictates a pre-recorded letter identification name or code and only the variables (dates, amounts, addresses, and other information).
2. Output - the document is keyboarded and output in hard copy form.
3. The word originator revises the document and returns it to the word processing center.
4. Revision - the word processor keys changes in the document.
5. Distribution - the document is sent to the receiver.
6. Storage - the filing and retrieval of magnetic media, hard copy, and text stored electronically.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of productivity level and output measurement forms.

BENCHMARK: The trainee identifies information on a work request form.

ASSESSMENT: The trainee lists the following:

1. Date
2. Date needed
3. Originator
4. Department
5. Type of document
6. Type of stationery
7. Envelope
8. Number of copies:
   a. Originals
   b. Photocopies
9. Type of output:
   a. Draft copy
   b. Final copy
10. Special instruction
11. Form letter number
12. Stored paragraphs (variables)
13. Addressee
14. Copies to:
15. Upon completion instructions (deliver, mail, hold, call)

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of productivity level and output measurement forms.

BENCHMARK: The trainee identifies information on a work log sheet.

ASSESSMENT: The trainee lists the following:

1. Word processing operator
2. Word originator
3. Dates
4. Document codes:
    a. Letter - S
    b. Memo - M
    c. Report - R
    d. Statistical - S
    e. Form - F
5. Document name
6. Input codes:
    a. Dictated - D
    b. Handwritten - H
    c. Storage - S
    d. Revised copy - R
7. Time in
8. Time out
9. Time elapsed
10. Line count

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of productivity level and output measurement forms.

BENCHMARK: The trainee identifies logging, filing, and record keeping procedures.

ASSESSMENT: The trainee lists the following:

1. Make note of cards, disks, diskettes (some media are pre-numbered by the manufacturer).
2. Create a brief coding system to appear on hard copy indicating the media and the location on the media of that document.
3. File one copy of each one-time document in a daily file folder in the order of its location on the media. Store the folder within immediate reach in the work station area.
4. File in a a special drawer or binder copies of temporarily- and permanently-stored documents, showing all special codes and typewriter setup information. Use transparent page protectors to protect copies of repetitive documents to ensure a long storage life.
5. Keep files and binders up-to-date.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of productivity level and output measurement procedures.

BENCHMARK: The trainee identifies procedures for counting document lines.

ASSESSMENT: The trainee lists the following:

1. Use the line scale provided by the manufacturer.
2. Use single-space side of the scale for single spaced documents and the double-spaced side for double-spaced copy.
3. Align the number one on the line scale with the first line of print.
4. Note the point on the scale aligning with the last line of print.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates storage medium handling.

BENCHMARK: The trainee identifies disk handling procedures.

ASSESSMENT: The trainee lists the following:

1. Diskette Handling

   a. Handle diskette by avoiding the exposed recording surface.
   b. Avoid bending, folding, or applying paper clips to the jacket edges.

2. Diskette Use

   a. Insert diskette squarely into disk drive, bottom first, with the label side oriented per the drive instructions.
   b. Return diskette to envelope after use.

3. Labeling

   a. Label information must be written on the label before adhering to the jacket.
   b. Label should be adhered so that the location will not obstruct the index sensing hole.

4. Storage

   Avoid exposure to extreme heat, direct sunlight, or magnetic fields.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates storage medium handling.

BENCHMARK: The trainee identifies card handling procedures.

ASSESSMENT: The trainee lists the following:

1. Card Handling

   a. Handle cards by printed edge.
   b. Clean magnetic area of card with facial tissue by wiping gently in a length wise direction.
   c. Clean notations from writable area by using tissue and commercial rubbing alcohol.

2. Labeling

   Mark with soft-tipped pens in the two shaded areas.

3. Storage

   Place cards in card folders or project box.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of electronic files (each document that is produced is stored on a floppy disk).

BENCHMARK: The trainee identifies the advantages of electronic files.

ASSESSMENT: The trainee lists the following:

1. Saves space because one diskette can hold several hundred pages of text.
2. Accessibility because each diskette has an index of its contents.
3. Back up because copies may be made by duplication.
4. Protection because some diskettes can be "pass word protected".

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center procedures.

INDICATOR: The trainee demonstrates knowledge of electronic mail systems.

BENCHMARK: The trainee identifies a typical electronic mail routine.

ASSESSMENT: The trainee lists the following:

1. The sender enters the message into a terminal.
2. The sender enters name and address of the receiver into the terminal.
3. The sender "sends" the message.
4. The receiver checks the terminal regularly to see if there is any "mail". A signal indicates that a message is waiting.
5. The receiver displays the message on the screen and decides whether to respond to the message, to print it, or store it.

SECTION SEVEN

THEORY

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center theory.

INDICATOR: The trainee demonstrates knowledge of word processor capabilities.

BENCHMARK: The trainee identifies common abilities of word processing equipment.

ASSESSMENT: The trainee lists the following:

1. Backspace to correct errors.
2. Add, delete, or revise wording (characters, words, lines, and paragraphs).
3. Move blocks of text.
4. Address lists can be sorted and merged with form letters.
5. Tab and margin settings can be stored and recalled.
6. Format and tabs can be set before typing and changed while typing the document.
7. Frequently used wording can be stored and recalled (assembly of a document from standard paragraphs).
7. Line spacing can be changed at any point.
8. The trainee can type a new document while previous work is being printed.
9. Commands to run a specific number of copies may be sent from the terminal directly to the copier.
10. Math capabilities.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center theory.

INDICATOR: The trainee demonstrates knowledge of word processor capabilities.

BENCHMARK: The trainee identifies common features of word processing equipment.

ASSESSMENT: The trainee lists the following:

1. Automatic carrier return (wraparound).
2. Automatic centering.
3. Automatic underlining;
   a. Continuous.
   b. Word by word.
4. Column layout.
5. Number and decimal alignment.
6. Justified right margin.
7. Superscripts and subscripts.
8. Pagination.
9. Headers and footers.
10. Search (Global search and replace).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center theory.

INDICATOR: The trainee demonstrates a fundamental understanding of terms used in word processing.

BENCHMARK: The trainee defines "word processing".

ASSESSMENT: The trainee states information from the following definitions:

1. *A system of trained personal, specific procedures, and automated equipment that provides more efficient and economical business communications; usually involves the transformation of information into readable form.

2. The use of automated typewriting equipment and related devices and the implementation of procedures.

*International Information/Word Processing Association (IWP)

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have knowledge of word processing center theory.
INDICATOR:	The trainee demonstrates a fundamental understanding of terms used in word processing.
BENCHMARK:	The trainee identifies the purpose of text editors (media typewriters).
ASSESSMENT:	The trainee states that the purpose is for the typographical and editorial revision of typewritten copy.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center theory.

INDICATOR: The trainee demonstrates a fundamental understanding of terms used in word processing.

BENCHMARK: The trainee identifies the terms hardware and software.

ASSESSMENT: The trainee lists the following:

1. Hardware is the physical, or mechanical parts of a system.

2. Software is the information and instructions fed to a system.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing center theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: The trainee states information from several of the following:

1. Automatic carrier return - a feature that automatically "carries down" to the next line words that go beyond the preset right margin (hot zone).
2. Bold type - characters (of high inking density) that appear darker.
3. Character - a keystroke (letter, number, symbol or command).
4. Constant information - information in a document that repeats (is intended to be read by each of many recipients).
5. CPU - Central processing unit (electronics module).
6. CRT - cathode ray tube (display screen).
7. Daisy wheel - a plastic or metal printing device that permits rapid, bidirectional printing.
8. Default - pre-set format such as, margins, tabs, and line spacing.
9. Document - (also "file") typed copy such as a letter, report, or table.
10. External media - storage media, such as magnetic tape, card, disk, or diskette.
11. Floppy disk - a magnetic flexible mylar disk.

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COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: CONTINUED

12. Footers - repetitive information that appears on the bottom of each page of the document.

13. Format - physical presentation of a typed document.

14. Hard copy - typewritten copy produced during playback functions.

15. Hard disk - a large disk that has greater storage capacity than floppy disks and is used for more permanent storage.

16. Hardware - the physical word processing equipment.

17. Headers - repetitive information that appears on the top of each page of a document.

18. Index - vertical incrementation of a page in the printer.

19. Information processing - a combination of word and data processing.

20. Input - information that is given to an operator in various forms (shorthand, longhand, and machine dictation).

21. Justification - a format whereby typed lines fit precisely on a writing line of a pre-established length, thus producing symmetrically even left and right margins (even right margin).

22. Log sheet - a record or listing of recorded material.

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COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: CONTINUED

23. Make-ready time - the time consumed in preparatory activities (setting margins and tab stops, inserting paper, or determining format) before the typing of a document.

24. Media - the material on which typewritten material is recorded.

25. Memory - the ability of a word processor to retain information for later retrieval.

26. Merging - the combining of a list of variable information (such as addresses) with a standard document (guide or shell).

27. Microprocessor - a small computer that has word processing capabilities with the addition of software.

28. Modem - a telephone connection between a word processor and another work station or computer.

29. Originator - the author or individual who develops information to be put into a word processing system.

30. Output - the final typewritten material.

31. Pagination - the automatic division of a document into pages, according to a preset number of lines per page. Pagination also may adjust the document to format adjustments (margin adjustment, line spacing adjustment etc.).

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COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: CONTINUED

32. Peripherals - equipment that works with a word processing system, such as, printers or scanners.

33. Placement - the location of information at any given point on a document.

34. Playback - high-speed typewriting of information from recorded media.

35. Prioritizing - determining the order of priority in which work will be processed.

36. Procedures manual - a guide that includes the steps and formats (styles) to be used in the production of documents.

37. Proportional spacing - typewriter spacing with characters whose widths vary in size.

38. Record process - the recording of information on media.

39. Registration - precise vertical and horizontal alignment.

40. Retrieval - mechanical selection of recorded material for viewing or playback.

41. Scroll - to "roll" the text up and down or from side to side to shown more characters on a display screen.

42. Shared-logic system - a system in which two or more stations share a CPU and other peripherals.

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COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: CONTINUED

43. Software - a set of instructions housed on a floppy disk, for the operation of word processing equipment.

44. Sorting - the capability of the word processor to sort filed data in various ways such as, alphabetically, numerically, and so on.

45. Special codes - electronic impulses or perforations recorded on media, but usually invisible on hard copy, that cause desired playback.

46. Stand-alone system - a system in which one work station operates independently of all other systems and peripherals.

47. Storage - the retention of information either externally or internally by the word processing equipment.

48. Subscripts - characters typed a half space below the line.

49. Superscripts - characters typed a half space above the line.

50. Text editing - typographical and/or editorial revision of typewritten copy.

51. Time-shared system - a system in which a user "buys" time on a central computer at another location.

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COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates a fundamental understanding of the terms used in word processing.

BENCHMARK: The trainee identifies common word processing concepts.

ASSESSMENT: CONTINUED

52. Touch-typing - the quick, efficient activation of typewriter keys and control/code keys of a system without the operator's looking at the keyboard.

53. Typestyle - a design of type.

54. Variable information - information within a document that varies or does not repeat.

55. Work grouping - organizing and prioritizing tasks to maximize efficiency and expedite work flow.

56. Work station - the immediate physical environment where one's tasks are accomplished.

57. Wraparound - see automatic carrier return.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processor system usage.

BENCHMARK: The trainee identifies elements of a word processing system.

ASSESSMENT: The trainee lists the following:

1. Trained people.
2. Equipment used.
3. Standardized procedures.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processor system usage.

BENCHMARK: The trainee identifies several types of word processing equipment.

ASSESSMENT: The trainee lists the following:

1. Electronic Typewriter

   Low-level nondisplay word processor. Features may include automatic centering, underlining, decimal alignment, format storage, and justified right margin.

2. Memory Typewriter (Mechanical Text Editor with "Blind" Memory)

   High-level nondisplay word processor. Features may include the above with a greater storage capacity and more revision capabilities.

3. Display Text Editor

   Features include the above and the ability to view and revise before printing.

   a. Stand-alone systems.
   b. Shared-logic systems.
   c. Distributed-logic systems.
   d. Time-shared systems.

4. Computer (microprocessor).

   Can serve as a word processor when programmed with the appropriate software.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have knowledge of word processing theory.
INDICATOR:	The trainee demonstrates knowledge of word processor systems usage.
BENCHMARK:	The trainee identifies several determining factors for the type of system needed.
ASSESSMENT:	The trainee states that the type of system needed for an office is determined by the kind of work to be done (nature, volume, and quality requirements).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processor systems usage.

BENCHMARK: The trainee identifies the difference between microprocessors and dedicated word processors.

ASSESSMENT: The trainee lists the following:

1. Microprocessor (personal computer)

    a. Data process oriented.
    b. More sophisticated system.
    c. Software is more cumbersome (the process is more difficult or slower to complete because of keyboard arrangement or the number of steps that must be completed to accomplish one function).

2. Dedicated word processor

    a. Word process oriented.
    b. Software is operator friendly (example: menu prompts to assist the operator in text entry).
    c. Produces mailable output.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processor system usage.

BENCHMARK: The trainee identifies the difference of shared logic and stand alone systems.

ASSESSMENT: The trainee states the following:

1. Shared logic - one processing and memory unit can be shared by two or more workstations.

2. Stand alone - this system is self-contained.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processing recording media.

BENCHMARK: The trainee identifies types of recording media used in text editors.

ASSESSMENT: The trainee lists the following:

1. Paper tape - largely outdated because it is difficult to revise.

2. Magnetic media

   a. Magnetic tape - a plastic tape coated with magnetic material on which information is stored. Comes in a variety of forms including cassettes, reels, and cartridges. Storage capacity is 15 to 60 pages.
   b. Magnetic card - a chemically coated card. Storage capacity is one page.
   c. Floppy disk (diskette) - a flexible disk which resembles a small phonograph record. Storage capacity is 60 to 240 pages.
      a) Single density - text can be stored on one side of the diskette.
      b) Dual density - text can be stored on either side of the diskette.
   d. Hard disk - a storage medium which is contained in a large round cartridge. Storage capacity is 500 to 1,000 pages.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processing recording media.

BENCHMARK: The trainee identifies factors that influence what type of media is used in a particular system.

ASSESSMENT: The trainee lists the following:

1. Ease of use and handling of media.
2. Typical length of documents.
3. Typical kind of documents.
4. Average number of revision cycles.
5. Usual method of work input - dication, rough draft, or typed hard copy.
6. Average length of time a document needs to be stored on a medium.
7. Difficulty and extent of revisions.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processing recording media.

BENCHMARK: The trainee identifies three categories of media utilization.

ASSESSMENT: The trainee states the following:

1. Daily - media is used repeatedly for one-time documents. Reserving media for each workday allows five workdays for the editing, revising, and final processing of the recorded materials before revising the media for other work.

2. Temporarily-stored - media contains documents such as guide letters (shells), reports, and manuscripts which have short-term usefulness.

3. Permanently-stored - contains materials which are useful over a long period (guide letters, basic formats of reports, address lists, and manuscripts which are in a constant process of revision).

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processing recording media.

BENCHMARK: The trainee identifies program and work diskettes.

ASSESSMENT: The trainee lists the following:

1. Program diskettes enable the word processing equipment to perform word processing functions.

2. Work diskettes are used to keep a copy of the information typed.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of word processing recording media.

BENCHMARK: The trainee identifies the terms copy-protected and write-protected.

ASSESSMENT: The trainee lists the following:

1. Copy-protected software can not be copied or if copied, the copy does not work.

2. Write-protected software is protected in that no files on the disk can be modified, added to, or erased. This prevents the accidental writing over important information.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of the word processing job market.

INDICATOR: The trainee demonstrates knowledge of career opportunities.

BENCHMARK: The trainee identifies reasons for studying word processing.

ASSESSMENT: The trainee lists the following:

1. There is an accepting market for word processing equipment and well over a hundred companies are now manufacturing and selling word processing equipment.

2. Employment opportunities for word processing operators abound.

3. Salaries for skilled word processing operators are attractive and trained word processing operators are in short supply.

4. Most industries prefer to hire operators with text editor training. On-the-job training of operators is expensive.

COMPETENCY AREA:	WORD PROCESSING
COMPETENCY STATEMENT:	The trainee will have knowledge of the word processing job market.
INDICATOR:	The trainee demonstrates knowledge of career opportunities.
BENCHMARK:	The trainee identifies companies that are the heaviest users of word processing equipment.
ASSESSMENT:	The trainee states finance, insurance, government, legal, and real estate industries.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of the word processing job market.

INDICATOR: The trainee demonstrates knowledge of career opportunities.

BENCHMARK: The trainee identifies word processing occupation descriptions.

ASSESSMENT: The trainee lists the following:

1. Word Processor Trainee (entry level position)

   The trainee manipulates text and maintains production records.

2. Word Processor Operator

   Types and formats special documents, meets quality standards, and uses all machine text editing functions.

3. Word Processor Trainer

   Trains new operators in machine operations, instructs in dictation methods and other procedures.

4. Proofreader

   Proofreads typed copy for text content, spelling, punctuation, grammar, and typographical errors.

5. Word Processor Manager/Supervisor

   Takes responsibility for overall operation of word processing center, schedules and coordinates work flow.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have knowledge of word processing theory.

INDICATOR: The trainee demonstrates knowledge of skills and duties for the word processing occupation.

BENCHMARK: The trainee identifies the skills necessary and the duties performed for the position of Word Processor.

ASSESSMENT: The trainee states the following skills:

1. Typewrite rapidly and accurately on a text editor for sustained periods of time.
2. Proofread work carefully.
3. Operate an electronic word processing system utilizing all machine capabilities.
4. Set up document formats.
5. Language skills, (spell, punctuate, and correct grammatical usage).

The trainee states the following job duties:

1. Operate a word processor to type, record, and edit a variety of complex data.
2. Utilize the full scope of a word processor's capabilities.
3. Maintain a control log.
4. Maintain storage medium files.
5. Maintain a User's Guide/Procedures Manual.
6. Transcribe from machine dictation and/or handwritten material.

SECTION EIGHT

PROOFREADING

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee identifies format errors.

ASSESSMENT: The trainee marks and corrects the following errors on production assignments:

1. Inconsistent style within the document.
2. Incorrect placement of format codes for centering, underlining, superscripts, subscripts, etc.
3. Inconsistent style with the Procedures Manual.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee uses common proofreader's marks.

ASSESSMENT: The trainee checks copy and marks errors using proper proofreader's marks (symbols) to show the following corrections:

1. Transpose letters or words.
2. Delete copy.
3. Close up horizontal space.
4. Insert copy.
5. Insert question mark.
6. Insert exclamation point.
7. Insert punctuation mark.
8. Insert space.
9. Change copy as indicated.
10. Cross out the misstroke and write the correct letter above it.
11. Question the writer.
12. Use lowercase letters.
13. Capitalize single letter of words.
14. Add triple space.
15. Add double space.
16. Close up to single space.
17. Let it stand; ignore correction.
18. Move copy in the direction of the bracket.
19. Begin new paragraph.
20. Run paragraphs together.
21. Underline or italicize.
22. Align copy.
23. Spell out word or number.
24. Cross out word; write as figure.
25. Insert hyphen.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee identifies mechanical and content errors.

ASSESSMENT: The trainee lists the following:

1. Mechanical errors consisting of:

   a. Typing - misstrokes, mistakes in spacing, format, and word division.

   b. Writing - punctuation, capitalization, spelling, word usage, number expression, and grammar.

2. Content errors that affect the meaning of the copy.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee identifies two methods of proofreading.

ASSESSMENT: The trainee lists the following:

1. Team method (TM). One trainee reads aloud the draft or original copy while the other follows along reading the final copy. If the copy is long or complicated, the trainees switch reading aloud.

2. Comparative method (CM). The trainee places the original copy and the final copy side by side and compares word for word, number by number, or line by line.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies typing errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Transposition errors.
2. Added copy errors.
3. Omitted copy errors.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies spelling errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Adding or omitting letters.
2. Transposing letters.
3. Using incorrect letters.
4. Choosing incorrect words.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies grammatical errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Sentence fragments.
2. Subject and verb agreement.
3. Pronoun and antecedent agreement.
4. Parallel structure.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies punctuation errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Terminal Punctuation:

    a. Period.
    b. Question Mark.
    c. Exclamation Point.

2. Internal Punctuation:

    a. Comma.
    b. Quotation Marks.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies capitalization errors.

ASSESSMENT: The trainee uses proper proofreader's marks to indicate capitalization mistakes.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies numerical errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Expression of numbers as words or figures.
2. Transposition.
3. Wrong calculations.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies word division errors.

ASSESSMENT: The trainee uses proper proofreader's marks to indicate word division mistakes.

COMPETENCY AREA: WORD PROCESSING

COMPETENCY STATEMENT: The trainee will have the ability to proofread.

INDICATOR: The trainee demonstrates the ability to review copy and identify errors or inconsistencies which should be corrected in the preparation of final copy.

BENCHMARK: The trainee proofreads and identifies content errors.

ASSESSMENT: The trainee uses proper proofreader's marks to show the following types of errors:

1. Incorrect facts.
2. Inconsistencies.
3. Missing copy.

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